DOCUMENT RESUME

ED 271 139 JC 860 343

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TITLE Academic Standards and Matriculation: A Summary of Practices in California Community Colleges. Part I of III.
INSTITUTION Learning Assessment Retention Consortium of the California Community Colleges.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE 15 Nov 85
NOTE 26p.; Developed under a Fund for the Improvement of Instruction grant. For related documents, see JC 860 344-345.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; *Admissions Counseling; *College Admission; *Community Colleges; Degree Requirements; Educational Testing; *Graduation Requirements; Minimum Competencies; *School Policy; State Surveys; Student Evaluation; Student Personnel Services; Two Year Colleges
IDENTIFIERS *California

ABSTRACT

The Learning Assessment Retention Consortium of the California Community Colleges distributed two questionnaires to all 108 California community colleges to determine practices related to academic standards and matriculation. Study findings, based on responses from 68 colleges to the academic standards survey and 70 colleges to the matriculation survey, included the following: (1) 76% of the responding colleges referred students with limited English skills to adult education; (2) 65% required assessment of all day and evening students; (3) 22% used reading and/or writing and/or math skills proficiencies as prerequisites for vocational courses, and 26% used them for baccalaureate courses; (4) many responding community colleges had implemented elements of the 1984 Matriculation Plan for California Community Colleges (MPCCC) without state funding; and (5) the most common difficulties in implementing the MPCCC were insufficient counseling staff to see all new students and implement the full follow-up process outlined in the MPCCC; insufficient computerization; lack of a computerized matriculation database and research staff; and lack of sufficient staff for assessment, orientations, and counseling contacts for all new students. The study report includes a commentary on the area of legislation affecting the implementation of academic standards; composite profiles of a typical community college and highly, moderately, and less involved colleges based on their involvement in academic standards; and an assessment of the implementation of each component of the MPCCC. (RO)

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BACKGROUND INFORMATION AND CREDITS

The statewide Learning Assessment Retention Consortium (LARC) was awarded a Fund for the Improvement of Instruction Grant to gather information from California Community Colleges on two issues:

1. Academic Standards
2. Matriculation

This summary of practices relating to academic standards and matriculation is I of III publications resulting from the grant.

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ACADEMIC STANDARDS AND MATRICULATION:
A SUMMARY OF PRACTICES IN CALIFORNIA COMMUNITY COLLEGES

Published by The Learning Assessment Retention Consortium
of California (LARC), Fall 1985. Prepared by Jon Alan Kangas, Ph.D.

ABSTRACT

Background

Funded by a Fund for the Improvement of Instruction grant, the statewide LARC distributed two questionnaires to all California community colleges surveying practices relating to academic standards and matriculation. Of the 108 California community colleges surveyed, 68 and 70 institutions responded to the two questionnaires, respectively.

Academic Standards: Summary

Of the responding sample of 68 colleges, 76% referred students with limited English skills to adult education. Sixteen percent (16%) did not refer anyone.

Sixty-five percent (65%) of the 68 colleges required assessment of all day and evening students with stated exemptions. Ninety percent (90%) of about 22 colleges most highly involved in academic standards issues required assessment of all new day and evening students with stated exemptions.

Of the colleges responding, 22% used reading and/or writing and/or math skills proficiencies as prerequisites for vocational courses and 26% used them for baccalaureate courses. Completion of roughly 10th and 11th grade reading levels are average grade levels used for vocational and baccalaureate courses.

Fifty-five percent (55%) of the 68 colleges used beginning algebra as a math exit standard; 31% used basic math or arithmetic, and 15% used intermediate algebra.

Seventy-one percent (71%) of the 68 colleges used English 1A as an exit standard; 24% used one level below 1A.

Completion of a reading class or completion of an 11.5 reading grade level were the most commonly used reading exit proficiencies.

The 22 colleges with the highest involvement in academic standards did not have higher standards than other colleges. However, they were much more systematic in implementing academic standards beginning with assessment, continuing with entrance into vocational and baccalaureate courses, and in integrating proficiency testing into exit standards. They were far more apt than less involved colleges to insist on assessment at entry for new day and evening students and to require proficiency skills for entrance into most or all vocational and baccalaureate courses.

A person or process for implementing standards college-wide is an essential ingredient for implementing a systematic and integrated approach to standards issues.

A uniform and consistent awareness of, response to, and application of Title V regulations seems to be lacking. Colleges need more information and consultation in responding to Title V regulations.

MATRICULATION PRACTICES: A SUMMARY

Published in April 1984, the Matriculation Plan for California Community Colleges has gone unfunded. Recognizing the value inherent in the plan, many community colleges attempted to implement much of the plan without funding. Seventy (70) colleges responded to a questionnaire about how they were implementing each of the six components of the plan.

Component #1: The Admissions Component seems largely under control.

Component #2: Fewer than one-half (1/2) of the responding schools were able to orient all new students.

Component #3: Assessment awareness is relatively high. However, the ability to manage, store, retrieve, and research assessment information lags badly.

Component #4: Forty-seven percent (47%) have all new students see a counselor. Fewer than one-half (1/2) of the responding schools were able to support and fund this aspect of matriculation.

Component #5: While 83% of the responding schools follow up on dismissed students, only 13% are able to follow up on students without a major or who are undecided. A large infusion of dollars to counseling would be necessary to see all the students in developmental courses and all who have not declared an educational objective as outlined in the matriculation plan.

Component #6: Institutional research is largely unfunded.

Only 27% of the 70 colleges keep track of the matriculation steps that a student has completed. Thirty percent (30%) can keep track of educational objectives, such as job changing, career upgrading, certificate seeking, etc.

The four most common difficulties in implementing matriculation were:

1. Insufficient counseling to see all new students and to implement the full follow-up process outlined by the matriculation plan.

2. Insufficient computerization to support the informational requirements of the plan.

3. Lack of a computerized matriculation data base and research staff to handle the data, the monitoring, and the reporting requirements of the plan.

4. Lack of sufficient staff to provide for assessment, orientations, and counseling contacts for all new students, especially when campuses often have multiple openings of school throughout the academic year. One district has 30 different openings of school to apply this process to, for example.

A well thought out integrated pattern of standards from entrance assessment through proficiency skills for Associate of Arts degree classes through exit standards are necessary for matriculation to be properly implemented.

Additional resources in terms of management time, technological sophistication, classified assistance, counseling time, research staff, and a nearly universal need for a matriculation data base and computer support are not easily found in the coffers of districts many of whom are fighting to maintain their enrollment caps.

Colleges often have the will to implement matriculation, but they need help in funding the way. State monetary support and commitment are still essential pieces to complete the matriculation puzzle.

ACADEMIC STANDARDS AND MATRICULATION:
A SUMMARY OF PRACTICES IN CALIFORNIA COMMUNITY COLLEGES

FALL 1985

Sponsored by the Statewide LARC Network
Prepared by Jon Alan Kangas, Ph.D.

INTRODUCTION

I. METHOD

An academic standards survey and a matriculation survey were distributed to all California community colleges in early Fall 1985. A follow-up letter was sent in early October. In mid-October calls were made to many non-responders.

The answers to the questionnaires were translated into short profiles of each participating college.

Three documents were then produced:

Part I: Academic Standards and Matriculation: A Summary of Practices in California Community Colleges

Part II: Academic Standards: Profiles of Practices in California Community Colleges

Part III: Matriculation: Profiles of Practices in California Community Colleges

II. COMMENTARY

Four areas of legislation affect the implementation of academic standards.

A. Legislation structures the exit standards of adult education and high schools, as follows:

Ed Code, Section 52554 - Establishment Upon Demand. "Upon application of 20 or more persons above the age of 18 years residing in a high school district who cannot speak, read, or write the English language to a degree of proficiency equal to that required for the completion of the eighth grade of the elementary schools, the governing board of the high school district shall establish classes in English."

AB 65 requires that high schools establish graduation mastery standards for students to graduate from high school.

SB 1446 states that high school curriculum and proficiency exams must be related.

Santa Clara County school districts from Palo Alto to Alum Rock have agreed that criteria for graduation should be a minimum of 8th grade skills. This is a typical standard statewide.

A student presenting a recent diploma from a California high school should theoretically be viewed as having already taken and passed proficiency exams and been found to typically possess 8th grade skills.

B. Legislation influences the entrance standards of the community colleges, as follows:

Ed Code, Section 76000 - Eligibility for Admission to Two-Year Colleges. "The governing board of a community college district maintaining a two-year community college shall admit to the community college any person possessing a high school diploma or the equivalent thereof."

"Such governing board may by rule determine whether there shall be admitted to the community college any other person who is over 18 years of age and who, in the judgment of the board or the president of the community college if he is authorized by the rule, is capable of profiting from the instruction offered."

Important California Postsecondary Education Commission and Chancellor Office recommendations shape the relationship between adult education, high schools, and the community college. The following quote exemplifies this influence:

In January of 1983, "Promises to Keep" was published by the California Postsecondary Education Commission. A key recommendation was that:

The Board of Governors should "within a reasonable period of time establish an academic floor below which instruction would not be offered, and should require that colleges redirect students below this level to the adult basic education program in their locales."

C. Recent changes in Title V in May 1985 approved by the Board of Governors will shape the nature of courses that qualify for an AA degree. Both the academic rigor of the courses and the nature of skills necessary to enter those courses will be influenced.

In May of 1985, the Board of Governors of the California Community Colleges changed the provisions of Title V to create a category of courses that would apply to the AA degree.

Title V, Section 55002 - Standards and Criteria for Courses and Classes. The regulations require:

1. grades to be based "...on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skill demonstrations by students."

2. "...when appropriate, entrance skills and consequent prerequisites."

3. "...eligibility for Associate degree level courses in English and/or mathematics when language and/or computational skills at such a level are approved by the local board as necessary for success in the course."

4. "...the ability to think critically and to understand and apply concepts in order to participate in the course."

5. "...learning skills and a vocabulary appropriate for the college course."

D. Title V regulations adopted in 1985 indicate the nature of exit standards to be adopted by community colleges.

On March 11-12, 1982, the Board of Governors adopted the following addition to Title V:

"5. Section 51626 is added to read:

51626. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work."

Academic standards structure the goals and outcomes that mark the end of many an academic journey and often the beginning of a new one at that same time.

The Matriculation Guidelines for California Community Colleges adopted by the Board of Governors in April of 1984 structures a process to identify where a student is starting on his or her academic journey and what educational goal the student is seeking to meet. With this information, i.e., where the student is now and where he or she wants to go, it attempts to structure a set of procedures that will result in a successful journey.

In short, the academic standards of a college provide a structure that influences where a student is going. Matriculation procedures assess where a student is starting from, and provides a system for helping a student to successfully travel from where he or she is starting, to where he or she is going.

The information gathered on academic standards relates responding colleges to the areas of academic standards just outlined and summarizes the efforts to implement matriculation within the context of the standards in effect at responding colleges.

ACADEMIC STANDARDS:
A SUMMARY OF PRACTICES IN CALIFORNIA COMMUNITY COLLEGES

Fall 1985

I. INFORMATION GATHERED

A. The relationships of colleges to adult education

B. Assessment practices

C. Entrance standards for vocational and baccalaureate courses

D. Exit standards for graduating from community colleges

Sixty-eight (68) of the 108 community colleges polled responded (63%). The results provide a partial picture of what is happening with academic standards in California community colleges.

II. FOUR COMPOSITE PROFILES

For the purposes of presenting the data from this study, the extent of involvement in academic standards issues has been broken down into a composite of all responding colleges*, plus three rough categories:

A. A composite of the 68 community colleges responding

B. Those colleges highly involved with issues of academic standards (about 32% of the sample of 68)

C. Those moderately involved (about 57% of the sample)

D. Those with low involvement (about 10% of the sample)

A composite profile of each of these three categories (B-D) follows.

* All criticisms about the use of grade levels in general and criticisms that are combined from different tests are noted in advance. The present picture is painted with very broad strokes and provides a general ballpark sense of what is happening at the different schools. The individual profiles in Part II should be consulted for individual practices.

COMPOSITE PROFILE OF A TYPICAL
CALIFORNIA COMMUNITY COLLEGE
IN RELATIONSHIP TO ACADEMIC STANDARDS
(N=68)

	READING	WRITING	MATH
class or level needed to graduate	A reading class or completion of the 11.5 grade level on a national test[4]	English 1A (71% of sample) One level below 1A (26% of sample)	Beginning algebra (55%) Basic math or arithmetic (31%) Inter. algebra (15%)
	READING, OR WRITING, OR MATH DEPENDENT VOCATIONAL COURSES		READING, OR WRITING, OR MATH DEPENDENT BACCALAUREATE COURSES
prerequisite reading or reading/writing	TYPICAL SKILLS LEVELS NEEDED TO ENTER VOCATIONAL LEVEL COURSES: Completion of 9.8 reading grade level for some courses. Specific programs such as electronics & nursing may have proficiency levels.		TYPICAL SKILLS LEVELS NEEDED TO ENTER BACCALAUREATE LEVEL COURSES: Completion of 10.8 grade level for some courses. Most reading, writing, & math courses have skills prerequisites.[2]
	OPEN CURRICULUM, OTHER COLLEGE COURSES AND SKILLS COURSES		
entrance requirements	18 YEARS OF AGE OR HIGH SCHOOL DIPLOMA AND 65% of sample require testing of all new day and evening students.[1] 76% refer students with limited English skills to Adult Ed 16% make no referrals		
legislated skill levels to graduate or exit	8th Grade ADULT EDUCATION	8th Grade HIGH SCHOOL	OTHER ADULT COMMUNITIES

NOTES:

1. Exemptions are for: students with a BA or higher degree, students taking only classes without prerequisites, previous relevant college coursework, other test scores such as ACT, CEEB, AP or SAT, and students taking fewer than a specified number of units.
2. Skills prerequisites are typically informational for vocational and baccalaureate courses and required for English and math.
3. About 22% and 26% of responding colleges use skills prerequisites for vocational and baccalaureate courses, respectively.
4. About 27% of responding colleges use reading proficiencies as part of their exit standards.

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COMPOSITE PROFILE OF A CALIFORNIA COMMUNITY COLLEGE

HIGHLY INVOLVED IN ACADEMIC STANDARDS

(N=22, about 32% of responding colleges)

class or level needed to graduate	READING Reading class and/or completion of 10.5 grade level on national test[3]	WRITING English 1A (64%) One level below Engl 1A (36%)	MATH Beginning algebra(53%) Basic math or arithmetic(37%) Inter. algebra (10%)[5]
	READING, OR WRITING, OR MATH DEPENDENT VOCATIONAL COURSES		READING, OR WRITING, OR MATH DEPENDENT BACCALAUREATE COURSES
prerequisite reading or reading/writing	TYPICAL SKILLS LEVELS NEEDED TO ENTER VOCATIONAL LEVEL COURSES Completion of about 9.7 reading grade level on national test &/or a writing and/or math prerequisite for all or most courses		TYPICAL SKILLS LEVELS NEEDED TO ENTER BACCALAUREATE LEVEL COURSES Completion of about 10.75 reading grade level on national test &/or a writing and/or math prerequisite for all or most courses[2]
	OPEN CURRICULUM, OTHER COLLEGE COURSES AND SKILLS COURSES		
entrance requirements	18 YEARS OF AGE OR HIGH SCHOOL DIPLOMA AND 90% will require all new day and evening students tested for reading and/or writing and math[1]		
	65% refer students with limited English skills to Adult Ed 29% make no referrals		
legislated skill levels to graduate or exit	8th Grade ADULT EDUCATION	8th Grade HIGH SCHOOL	OTHER ADULT COMMUNITIES

NOTES:

1. Exemptions are typically for: students taking only classes without prerequisites, students with an AA degree, students with a BA or higher degree, previous relevant college coursework, and other test scores such as ACT, CEEB, AP or SAT.
2. Basic skills prerequisites are mandatory. They are checked by staff, counselors, and instructors prior to registration.
3. About 36% of the colleges in this group use grade levels as part of their exit standards.
4. About 45% of these schools use proficiency standards as part of their prerequisite structure for vocational and baccalaureate courses.
5. A proficiency exam may often replace the class requirement.

COMPOSITE PROFILE OF A CALIFORNIA COMMUNITY COLLEGE

MODERATELY INVOLVED IN ACADEMIC STANDARDS

(N=39, about 57% of responding sample)

	READING	WRITING	MATH
class or level needed to graduate	Reading class or completion of 11.3 grade level on national test[3]	English 1A (72%) One level below Engl 1A (18%)	Beginning algebra(54%) Basic math or arithmetic(32%) Inter. algebra(12%)
	READING, OR WRITING, OR MATH DEPENDENT VOCATIONAL COURSES		READING, OR WRITING, OR MATH DEPENDENT BACCALAUREATE COURSES
prerequisite reading or reading/writing	TYPICAL SKILLS LEVELS NEEDED TO ENTER VOCATIONAL LEVEL COURSES Completion of 10th grade reading skills and/or a writing and/or a math prerequisite on some or no courses		TYPICAL SKILLS LEVELS NEEDED TO ENTER BACCALAUREATE LEVEL COURSES Completion of 10.8 grade reading skills and/or a writing and/or a math prerequisite on some or no courses[4,5]
	OPEN CURRICULUM, OTHER COLLEGE COURSES AND SKILLS COURSES		
entrance requirements	18 YEARS OF AGE OR HIGH SCHOOL DIPLOMA AND The majority (about 65%) of these colleges require reading and/or a writing and math testing of all new day and evening students[1]		
	82% refer students with limited English speaking skills to Adult Ed 7% make no referrals		
legislated skill levels to graduate or exit	8th Grade ADULT EDUCATION	8th Grade HIGH SCHOOL	OTHER ADULT COMMUNITIES

NOTES:

1. Exemptions typically are for: students with a BA or higher degree, students with an AA degree, previous relevant college coursework, students taking fewer than a range of 6-9 units, and students taking only classes without prerequisites.
2. Basic skills prerequisites are informational/advisory except for English and math and are checked by staff, instructors, and counselors prior to registration.
3. About 25% of these colleges use grade level proficiencies as part of their exit standards.
4. About 20% use proficiency standards as part of the prerequisite structure for both vocational and baccalaureate courses.
5. Many of this group are discussing proficiency skills as prerequisites either out of institutional interest or in response to Title V changes of last May.

COMPOSITE PROFILE OF A CALIFORNIA COMMUNITY COLLEGE WITH

LOW INVOLVEMENT IN ACADEMIC STANDARDS

(N=7, about 10% of responding sample)

class or level needed to graduate	READING May have a reading class as exit standard	WRITING 100% require English 1A	MATH Beginning algebra (67%) Basic math or arithmetic (32%)
	READING, OR WRITING, OR MATH DEPENDENT VOCATIONAL COURSES		READING, OR WRITING, OR MATH DEPENDENT BACCALAUREATE COURSES
prerequisite reading or reading/writing	TYPICAL SKILLS LEVELS NEEDED TO ENTER VOCATIONAL LEVEL COURSES Some programs such as electronics or nursing may have proficiency standards		TYPICAL SKILLS LEVELS NEEDED TO ENTER BACCALAUREATE LEVEL COURSES English and math courses typically have mandatory skills prerequisites[1]
	OPEN CURRICULUM, OTHER COLLEGE COURSES AND SKILLS COURSES		
entrance requirements	18 YEARS OF AGE OR HIGH SCHOOL DIPLOMA AND 65% of this group require students taking math or English to take a placement exam		
	Refer students with limited English skills		
legislated skill levels to graduate or exit	8th Grade ADULT EDUCATION	8th Grade HIGH SCHOOL	OTHER ADULT COMMUNITIES

NOTES:

1. No plans exist to establish skills prerequisites. However, information is slowly spreading to the community colleges about the May 1985 changes in Title V that may cause some colleges to reconsider.

III. SUMMARY

Ninety-two percent (92%) of the 68 responding colleges either refer students with limited English skills to adult education (76%) or do not refer at all (16%). This pattern is similar no matter how involved the college is in issues of academic standards.

Sixty-five percent (65%) of the 68 colleges require assessment of all new day and evening students. About 90% of those colleges highly involved in standards issues require assessment of all new students. About 65% of those moderately involved require this level of testing. Those colleges with low involvement require testing primarily for students taking English or math.

About 22% of the responding colleges used skills prerequisites for vocational courses and 26% used them for baccalaureate courses. Completion of roughly 10th grade skills for vocational courses and 11th grade skills for baccalaureate courses were average levels used.

Many schools are in the process of studying the possibilities of adding skills prerequisites to their vocational and baccalaureate courses. On the other hand, there were probably as many schools with no current plans to implement such levels.

Math exit standards were divided between beginning algebra (55%), basic math or arithmetic (31%) and intermediate algebra (15%).

English 1A was the writing exit standard in 71% of responding colleges, with 24% using one level below English 1A.

A reading class or the completion of an average reading grade level of 11.5 on a national test was the average reading exit standard. Only 27% of the colleges used a proficiency test.

The primary difference between those colleges who were the most heavily involved in these particular standards issues and those who were moderately involved or not very involved was not in the levels of standards used, but in the overall integration and application of standards from entrance into the college, to entrance into vocational and baccalaureate courses, to exit standards and the integration of placement and proficiency testing into the process.

I infer from the data collected that the colleges who have most systematically dealt with academic issues have had a person, a committee, or a process with administrative support that has guided the colleges in consistent and interrelated sets of standards and procedures for implementing them. My sense is that decisions made in other colleges are made more in isolation one department or service area to another and that the uniformity and consistency characteristic of highly involved colleges is then not present.

Colleges highly involved in these standards issues also have taken a firm stand that the standards are important and that mandatory assessment of new students and skills proficiencies for vocational and baccalaureate classes are relevant and necessary. As long as community colleges have an open door policy providing entrance standards into vocational and baccalaureate level courses that count towards an AA degree, the use of skills proficiencies is one of the few ways to maintain academic integrity in such courses.

A uniform and consistent awareness of, response to, and application of Title V regulations is a larger problem that is suggested by the wide variety of interpretations of the reading proficiency exit standard, for example, and a lack of awareness of the existence and meaning of Title V changes made in May of 1985. Colleges need more information, support and consultation on how they are to respond to Title V regulations.

MATRICULATION:
A SUMMARY OF PRACTICES IN CALIFORNIA COMMUNITY COLLEGES

Fall 1985

I. BACKGROUND INFORMATION

A. Seventy (70) California community colleges responded to a survey of matriculation practices (66%).

B. The Board of Governors of the California Colleges published matriculation guidelines in April of 1984. It outlined six major components:

1. Admissions

2. Orientation

3. Pre-enrollment assessment and educational planning

4. Academic advisement/counseling

5. Follow-up

6. Institutional research

C. Legislative support but the Governor's vetos have left the plan unfunded.

D. Many colleges have tried to implement aspects of the matriculation plan on their own.

E. The current survey was designed to survey California community colleges, to list their matriculation efforts and to share those efforts with others.

F. This report

1. summarizes the sample's current practices for each of the six matriculation components

2. cites the difficulties colleges have encountered in implementing matriculation

3. cites the status of computer support for the process, and

4. summarizes key findings.

II. COMPONENT 1: ADMISSIONS

Most colleges have a computerized system for keeping track of a student's major (94%) and for keeping a longitudinal record of a student's performance and progress (74%).

Most colleges sort students effectively at admissions into support services such as financial aid, learning disabilities, etc.(67%) and exempt specified students from testing (79%).

Most colleges are not set up to input, store, update, and retrieve student objectives other than major. Categories such as career changes, job upgrades, and hobbyist are not kept by 71% of the sample. The degree of commitment of a stated objective is also not kept by 71%. This information is a critical element in the matriculation process that will require extensive computer support to manage. Two key elements in planning an educational program are knowing the place a student is now and the place towards which a student wants to go. Without clear goals, it is an inefficient process to plan a route to travel.

Most colleges (87%) register more than 5 weeks prior to the first day of classes, which should allow sufficient time to implement the matriculation process.

III. COMPONENT 2: ORIENTATION

About 54% of surveyed colleges have an orientation as part of their admissions process. The following percents reflect the most common ways in which orientations are implemented:

47% - all new day and evening students
27% - all new day students
14% - all new evening students
29% - most of the day students
10% - no orientation of any kind

While many responding colleges have implemented some form of orientation for most or all of their students, almost one-half (46%) have no orientation as part of their admissions process. Many of the colleges providing orientations are not doing so for all new students.

Orientations require a philosophical commitment to their value, a great deal of management time to coordinate and to organize, plus a substantial cost in hourly time, effort, and money. Any or all of these variables can impede the implementation of orientations, especially since classified and management positions were often hit hardest with post-Proposition 13 cutbacks.

IV. COMPONENT 3: PRE-ENROLLMENT ASSESSMENT

Sixty-six percent (66%) of responding colleges report that they require assessment of skills levels for all new students, with some exemptions. Reading (84%), writing (79%), and math (81%) are required most frequently.

Eighty-six percent (86%) have some form of required or optional special testing for students with possible learning disabilities.

Most colleges responding have assessment. What is lacking is not assessment per se, but rather the capability to efficiently score, store, retrieve, update, and do research on assessment information. The technology of assessment has lagged behind the desire to implement it.

It takes an extraordinary combination of managerial technical sophistication, cooperation of data processing staff, planned acquisition of compatible hardware and money to implement a system to score tests, create and maintain test information in current and historical files, and to provide ready access to such information by counselors, admissions, English faculty and researchers.

V. COMPONENT 4: ACADEMIC ADVISEMENT/COUNSELING AND COURSE SELECTION

Matriculation guidelines call for individual counseling contact prior to registration. Fifty-nine percent (59%) of responding colleges provide for individual contact with a counselor: 27% use small groups, 14% use large groups, and 43% use a combination of individual and group sessions.

Less than one-half (44%) provide counseling for all new students. Sixty-six percent (66%) report they provide counseling for those who request it.

Counselors provide information on course selection, financial aid, college planning information, career information, and other typical counseling information.

Paraprofessionals are not yet used frequently, but their use appears to be increasing. When used, however, they typically assist with the dissemination of college information, with orientations, with referrals, proctoring, and other pre-counseling activities.

Faculty are mostly used as sources of information during the registration process and as referrals from counselors for specific information about majors. A few colleges have a faculty advising system.

Large and small group counseling and the increasing use of paraprofessionals and faculty advisors are assumed responses to the decreasing availability of counselors resulting from post-Proposition 13 cutbacks.

While 59% of responding colleges report the availability of individual counseling, 41% do not provide it. Thirty-six (36) colleges did not respond to the survey. While their status is not known, it is highly unlikely that as a group they would have more matriculation components in place than the sample.

Counseling time is expensive, especially if individual counseling is provided to all new students day and evening and especially when one considers that new students must be processed at the beginnings of semesters, during summer sessions, mid-sessions, mini-sessions, Saturday sessions, intersessions, and so on. In the San Jose Community College District, we counted over 30 different openings of school. The managerial time needed to cover all of these openings with testing, orientations, and individual counseling is a substantial investment of time, personnel and money.

VI. COMPONENT 5: FOLLOW-UP

The matriculation guidelines call for the follow-up of all students who

A. are on probation
B. are on disqualification
C. do not have an educational objective
D. are in a developmental course

Most colleges are able to follow up students on disqualification (83%) and on probation (66%). Other categories are, for the most part, not followed.

The numbers of students in developmental classes or who are undecided can be overwhelming and can overwhelm most counseling resources if implemented. Most schools have not implemented a process for tracking "educational objectives." Follow up on objective is, therefore, not generally possible even if the counseling resources were available.

Interestingly, 46% of responding schools reported that they followed up on students listed by faculty as being in academic difficulty.

Letters are commonly used for students on probation and disqualification. Phone calls are often used for students missing class sessions.

VII. COMPONENT 6: INSTITUTIONAL RESEARCH

While 86% of responding schools are able to keep track of test scores, 37% report that they keep track of the matriculation information on paper, 40% on computer. The remaining schools have a mixture of tracking methods.

Only 27% keep track of the matriculation steps the student has completed and 30% track educational objectives.

Management of the information required in the matriculation process is one of the most difficult tasks in trying to implement the matriculation plan. While 86% of responding schools may keep track of test scores, only a very small fraction of these keep the scores in historical computer files for later access and research, for example.

VIII. DIFFICULT ASPECTS OF MATRICULATION TO IMPLEMENT

This question was asked on the questionnaire:

"Which aspects of matriculation at your college will be the most difficult to implement?"

The four most common responses were:

A. Insufficient counselors to see all new students and to implement the full follow-up process

B. Insufficient computerization to support the informational requirements of the guidelines

C. Lack of a computerized data base and research staff to handle the data, the monitoring, and the reporting requirements of the guidelines

D. Insufficient staff to provide for assessment and orientations for all new students.

When colleges have 5-15 different openings of school per year, providing all the matriculation components at each one requires a substantial commitment.

IX. COMPUTER ENHANCEMENTS NEEDED

Anticipating that insufficient computerization would be a major problem in implementing matriculation, the questionnaire was designed to determine where the greatest needs were.

On-line registration (70%), access to student rosters (79%), and admissions terminals (73%) were substantially in place, although many colleges still responded needing enhancement even in these areas.

Test scoring (59%), access to student history (63%), availability of a career search (63%), access to test results (53%), and a district computer in place (54%) were moderately implemented in the sample.

The enhancements most needed were as follows: 1) the student data base (53%), 2) counselor terminals (63%), 3) programming staff (59%), 4) data base including student objectives (63%), and 5) computerized prerequisite checking (79%).

The skills and money to implement the information aspects of matriculation have not kept pace with the ability to envision the process.

X. SUMMARY AND COMMENTS

If the six components of the matriculation process could be characterized as being moderately implemented in about one-half of the responding colleges, it could be said that the matriculation plan is not fully implemented in any but a few to none.

The admissions component seems largely under control.

Fewer than one-half of the responding schools orient all new students.

Assessment awareness is relatively high, although the management, storage, and retrieval of test information is weak throughout most colleges.

Fewer than one-half of the responding colleges (44%) can have counselors see all new students.

While 83% of the responding schools follow up students on dismissal, only 13% follow those without a major or those who are undecided.

Although registration procedures seem to allow enough time for matriculation efforts, colleges have a great difficulty when it comes to

A. providing staffing for assessment and orientations for all new students for multiple openings of school

B. providing sufficient counseling to see all new students and to provide for all of the designated follow-up efforts

C. implementing a matriculation data base and providing research staff to handle the data when it is in place.

From a broader perspective, it is difficult to implement matriculation without a clear institutional involvement in a clear system of academic standards. Without a person, a committee, or a process and without administrative and fiscal support, it is nearly impossible to meaningfully implement the full range of matriculation that cuts across almost every function of the college especially when it is often perceived as a threat.

Additional resources in terms of management time, technological sophistication, classifed assistance, counseling time, research staff and a nearly universal need for a matriculation data base and computer support are not easily found in the coffers of colleges and districts many of whom are fighting to meet their enrollment caps.

Colleges often have the will to implement matriculation, but they need help in funding the way. State monetary support and commitment are essential pieces needed to complete the matriculation puzzle.

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AUG 1 1986